

國科會計畫

計畫編號: NSC98-2511-S018-008

研究期間: 98/08-99/07

以群體反饋系統將同儕教學法運用於會計課程教學之研究
The Research of Peer Instruction and Group Response Systems in Accounting
Courses

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中文摘要

一般技職教育之會計課程教學，最大的挑戰是學生認為會計課程是困難和教師的教學方式是枯燥無味的，因此，發展出可以提高學生的參與度及上課氣氛的教學方法及工具極具其重要性的。近年來，群體反饋系統 GRS 在國外，已經很廣泛地運用在高等教育。許多的相關研究也證明採用群體反饋系統 GRS 融入教學，可以提高學生的上課活潑度、學習參與感、教學滿意度等。本研究將群體反饋系統 GRS 結合同儕學習法運用於會計課程教學，探討學生同儕學習法配合群體反饋系統 GRS 輔助教學的學習成效。同儕教學法(peer instruction)是教師將授課的內容分解成簡短的概念式問題穿插在課堂中進行，透過學生立即的回饋及同儕討論，可以釐清學生在原有概念上的錯誤。本研究採準實驗設計法輔以問卷調查法進行，採用不等組前、後測準實驗設計檢測以群體反饋系統將同儕教學法運用於會計課程教學與傳統教學法之學習成就差異；另以問卷調查法以了解學生使用 GRS 系統的感受、同儕教學法的感受及學習態度等訊息。

關鍵字：群體反饋系統；同儕教學法；會計教育；技職教育

Abstract

Students in technological and vocational universities and colleges always felt difficult and boring in their Principles of Accounting course. Therefore, it's important to develop efficiency pedagogy to raise the students' participation and attention in the course. In recent years, Group response systems (GRS) have broadly been used in the higher education level. Many related researches proved that GRS can create an active learning environment, increase students' engagement and satisfaction. Peer instruction method will be used as a technique for teachers to conduct the Principles of Accounting course. Teacher will give students some brief concept problems during the class and gather students' answers by group response systems. This study will investigate the learning outcome of students who treat by peer instruction via group response systems (GRS) in their Principles of Accounting course and to discover students' experiences of peer instruction method and GRS. The experimental method and survey will both be used in this research.

Key words : Group response systems (GRS); Peer instruction; Accounting education; Technological and vocational education